



St Philip's CE Primary School Poetry Progression



Guidance and Expectations for Poetry at St Philip's CE Primary School

Teaching

Each year group is allocated three types of poetry to study, explore, comment on, create and perform throughout the year.

When planning a unit of poetry, you should refer to the key objectives from the National Curriculum for each key stage (included in this document) as well as the specific components and features of each poetry type, which are outlined below.

You should spend 1-2 weeks minimum on each poetry unit and follow the planning structure below:

1. **Read** - spend time reading aloud and exploring a range of poems that follow the same theme / format / structure as your year group's allocated poetry type.
2. **Discuss** – spend time discussing the subject matter & themes; the language use and patterns; the structure and organisation of the poem(s).
3. **Review** – write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).
4. **Create** – children then have the opportunity to draft, edit and publish their poems using the layout and language features the poetry type you are exploring.
5. **Perform** – children should have the opportunity to perform, individually, in groups or as a whole class at least 3 times a year. This can be their own work, or a performance from one of the selected poems for your year group.

To avoid duplicate teaching of poetry, please ensure you plan a unit of poetry following the poetry progression and curriculum below. The list of suggested poems for reading in class and performing have been allocated based on the poetry type for your year group and to avoid repetition between year groups. If you wish to read or perform a particular poem not on the list, please check with the English lead first prior to using with the class so that the poetry curriculum can be updated accordingly.

Famous & Classic Poems

Each year group has also been allocated a range of 'famous' or 'classic' poems that children should have the opportunity to read aloud, discuss and perform off by heart (to an audience where possible) throughout the year. Teachers need to select at least 2 of these poems and allow the class to spend time reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced, unless staff choose to use it as part of one of their three poetry units.

Glossary

Please see the end of this document for a glossary of terms useful when teaching poetry for your year group

Useful Dates:

National Poetry Day 2022: 6TH October
World Poetry Day 2022 21st March 2022



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EYFS	Reception	Reading NC Objectives		Writing NC Objectives		Famous/ classic Poems To Read and Perform
		To listen, and respond to, a range of poetry around a theme. • To look at rhyme within poems. • To collect words that rhyme.		enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe • make word collections or use simple repeating patterns		Choose at least 2 from the list below to read and perform off by heart at some point during the year: • Two Little Dickie Birds • Humpty Dumpty • Twinkle Twinkle Little Star • Hot Cross Buns • Incy Wincy Spider • Sing a Song of Sixpence
		Type of Poetry and features		Writing Suggestions		Example Poems
		Nursery rhymes	Rhyming words Actions	Labelling characters Rhyming pairs		Humpty Dumpty Twinkle Twinkle Little Star
		Narrative	Rhyming words	Drawing pictures of family and self. List writing of words from Scarecrow's wedding.		Marvellous Me Monkey Puzzle Leafman The Scarecrow's Wedding
		List poem	Alliteration Adjectives Repetition	In my garden I can see...		Mad About Minibeasts Incy Wincy Spider



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Reading NC Objectives		Writing NC Objectives		Famous/ classic Poems To Read and Perform
- To listen to and discuss a wide range of poems at a level beyond that at which they can read independently. - To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems. - Usually joins in with reciting some by heart.		- To comment on things that interest them. To say what they like or dislike about a text. - With support, to justify their views about a poem they have had read to them. - To recognise patterns in texts, e.g. repeated patterns or phrases		- Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly
Type of Poetry and features		Writing Suggestions		Example Poems
Structured Poems with repetitive themes and structures	In Year 1 when reading the books, the children are encouraged to listen for the rhymes and join in with the story telling. We look out for any repetition and discuss. Eg this is the	Descriptive writing Writing a postcard Extending sentences Story retells. Changing ending/ character of familiar story		Julia Donaldson Stickman Snail and the whale
Free Verse Penny Lane - poetry	Penny Lane is a song which narrates observations of a street in short stanzas. The ballad uses both rhythm and rhyme.	Class observe activities on Hampton Road and rewrite the ballad: On Hampton Road there is		Penny Lane – Beatles song
Visual: Poems on a theme: Seaside poems	This poem contains repetition both in every verse and across the entire poem. The children are encouraged to recognise patterns in texts, e.g. repeated patterns or phrases. We also study the rhyme and use this to create our own versions of the poems.	Once the children are familiar with the rhyme and repetition, we move on to changing lines of the poem to make it our own – ensuring we follow the structure of the original. Firstly, we change just one line of the poem. Then we move on to writing a new verse.		Summery Saturday Morning – Margaret Mahy

KS1

Year 1



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KS1	Year 2	Reading NC Objectives		Writing NC Objectives	Famous/ classic Poems To Read and Perform
		- Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Develop positive attitudes towards and stamina for writing by: writing poetry - Consider what they are going to write before beginning by: o planning or saying out loud what they are going to write about o writing down ideas and/or key words, including new vocabulary - Read aloud what they have written with appropriate intonation to make the meaning clear.	Choose at least 2 from the list below to read and perform off by heart (using actions if needed). Buckingham Palace by AA Milne The Moon by Robert Louis Stevenson The Rhythm of Life by Michael Rosen Plum by Tony Mitton
		Type of Poetry and features		Writing Suggestions	Example Poems
		Nonsense poem with narrative	The Owl and the Pussy-cat is a three verse nonsense poem about an owl and cat who fall in love and sail away to marry 'in the land where the Bong Tree grows'	Children explore the themes of the poem, write in role as the characters, create fictitious interviews, create lists of items they can take on their honeymoon and eventually innovate upon the poem to create their own versions.	The Owl and the Pussycat -Edward Lear
		Stanza	A stanza using personification. In poetry, personification is used to allow non-human things to take on human traits and emotions. Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions. Children link this to similes.	The first stanza uses personification as she personifies the moon as 'a lovely lady whom she chances to see quite often as a good looking, dazzling, ravishing persona with a royal birth'. Writing opportunities linked to other moon stories – The Man on the Moon, Dr Xargles book of Earthlets and The Way back home linking with personification.	The Moon – Robert Louis Stevenson
		Rhyme	The Julia Donaldson books are popular rhyming stories with repetitive verses (A Squash and a Squeeze).	The book could be used to teach about poetic rhyme. The synonyms used within the book could be used with children to write a short story or sentence. Children to then write a new chapter for the book – introducing a new animal.	A Squash and a Squeeze – Julia Donaldson



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KS2	Year 3	Reading NC Objectives		Writing NC Objectives	Famous/ classic Poems To Read and Perform
		• Read books (poems) that are structured in different ways and reading for a range of purposes • Identify themes and conventions in a wide range of books (poems) • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	• Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry (for example, free verse, narrative poetry) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.	discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Choose at least 2 from the list below to read and perform off by heart (using actions if needed). • On the Nong Ning Nang by Spike Milligan • The Crocodile by Robert Louis Stevenson • The Adventures of Isabel Ogden Nash • Nature Trail by Benjamin Zephaniah
		Type of Poetry and features		Writing Suggestions	Example Poems
		Shape Poetry	Children will learn how to create poems that use colour and design to match the subject they are being written about. Calligrams Kennings which have elements of a Riddle Concrete poems	Children innovate their own versions of the different poem types based on the theme of winter.	Where do I play? By Rodger Stevens Who am I by Rodger Stevens Sailboat by Court Smith Butterfly by David Schondelmeyer
		Classic poetry to perform	Children will learn how best to dictate their speech and coming up with a success criteria on what makes a good performance. Children learn about rhyme and rhythm when writing and then reading aloud to an audience.	Children innovate their own version of The Sound Collector with sounds they either love or hate and would love to take them for themselves to keep or hide away for good.	The sound collector The school kids wrap Louder Fruit Picking Poems to perform by Julia Donaldson
		Poems on a theme	Narrative poems based on the theme of happiness and summer. Children to learn about rhyme and rhythm. They may also wish to include metaphors or similes to better represent their ideas.	Children to create a poem on the theme of what makes them happy that can be more focused and related to the things they will be doing in the summer holidays.	Happy Poems by Rodger McGough Golden Sun by Lenore Hetrick



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KS2	Year 4	Reading NC Objectives		Writing NC Objectives	Famous/ classic Poems To Read and Perform
		Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (poems) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	- Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.	- discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Choose at least 2 from the list below to read and perform off by heart (using actions if needed). Life Doesn't Frighten Me by Maya Angelou Please Mrs Butler by Allan Ahlberg The Quangle Wangle's Hat by Edward Lear From a Railway Carriage by Robert Louis Stevenson Sick by Shel Silverstein
		Type of Poetry and features		Writing Suggestions	Example Poems
		Poems on a theme	Poems meeting a specific theme with an underlying message the writer wants to say	To innovate their own poem on the same theme incorporating features from examples	12 days of Christmas Winter wonderland (twinkl)
		Quatrain	A quatrain is a type of stanza, or a complete poem, consisting of four lines	Focussed on structure of stanzas, syllables in each line, rhyming. Children to make their own following rules of quatrain	The Reader of This Poem by Roger McGough
		Classic poetry	Classical poems typically consist of a combination of thought and passion. Rhyme, alliteration, couplet, narrative poems	To create a poem with features learnt from poem from Maya Angelou.	Life Doesn't Frighten Me by Maya Angelou



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KS2	Year 5	Reading NC Objectives		Writing NC Objectives	Famous/ classic Poems To Read and Perform
		Continue to read and discuss an increasingly wide range of poetry • Read books (poems) that are structured in different ways and for a range of purposes • Make comparisons within and across books (poems) • Learn a wider range of poetry by heart • Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience • - Identify how language, structure and presentation contribute to meaning	• Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Follow the National Curriculum guidelines for writing in Upper Key Stage 2. Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).	Choose at least 2 from the list below to read and perform off by heart (using actions if needed). • The Tyger by William Blake • The Tale of Custard The Dragon by Ogden Nash • The Highwayman by Alfred Noyes • The Charge of the Lightbrigade by Alfred Lord Tennyson • Still I Rise by Maya Angelou • Words Are Ours by Michael Rosen
		Type of Poetry and features		Writing Suggestions	Example Poems
		The Highwayman by Alfred Noyes	Narrative poems tell a story. It may be free verse or involves rhythm and rhyme. In Year 5 children should have the opportunity to read a range of narrative poems and comment on why the author has chosen to tell the story in this way. Use of metaphors, alliteration and assonance to create a theme.	Describing Southport at night in the build up to Christmas, interaction between characters. Free verse poetry.	The Highwayman by Alfred Noyes The Listeners by Walter de la Mare
		Performance Poetry	Figurative language in poetry paints a mental picture with words. Children explore different techniques to create a setting including simile, metaphor, hyperbole and personification. In Year 5 children should have the opportunity to read a range of poems where figurative language is used and comment on why the author has chosen to do this.	Free verse figurative language poems – link to rivers topic in Geography.	The Sound Collector – Roger McGough The Sea – Barry Cornwall The Charge of the Lightbrigade by Alfred Lord Tennyson
Poems with a structure e.g. haikus, limericks	Poems with a structure follow set rules and conventions. Haikus are 3 lines long with a syllable pattern of 5, 7, 5. Limericks are usually witty with some kind of joke or twist, with a rhyming pattern of AABBA. In Year 5 children should have the opportunity to read a selection of poems with structures and explain the choices the poet has made.	Haikus and limericks written about pupil’s chosen topic.	There was a Small Boy of Quebec by Rudyard Kipling There was an Old Man of St. Bees by W.S. Gilbert There was an Old Poop from Poughkeepsie by John Updike There’s a Ponderous Pundit MacHugh by James Joyce “The Old Pond” by Matsuo Bashō “A World of Dew” by Kobayashi Issa “Lighting One Candle” by Yosa Buson “Over the Wintry” by Natsume Sōseki		



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KS2	Year 6	Reading NC Objectives		Writing NC Objectives	Famous/ classic Poems To Read and Perform
		Continue to read and discuss an increasingly wide range of poetry	(poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views	Follow the National Curriculum guidelines for writing in Upper Key Stage 2.	Choose at least 2 from the list below to read and perform off by heart (using actions if needed). In Flander's Fields by John McCrae Meeting Midnight by Carol Ann Duffy The Way Through the Woods by Rudyard Kipling The Jabberwocky by Lewis Carroll McCavity: The Mystery Cat by T.S Eliot Ozymandias by Percy Bysshe Shelley
		- Read books (poems) that are structured in different ways and for a range of purposes - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books	- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language,	Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).	
		Type of Poetry and features		Writing Suggestions	Example Poems
		Free Verse Personification	In poetry, personification is used to allow non-human things to take on human traits and emotions. Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions. In Year 6 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.	Free verse personification poems – link to rainforest topic in Geography and Living things topic in Science.	Imagine by Pie Corbett
		Narrative, couplet	Structure and rhyming couplet used to create emotive imagery and to tell a story of the impact of the war.	Children to innovate their own version of a poem as part of our Remembrance day activities. Share poems as part of Remembrance worship.	In Flander's Fields by John McCrae
		Free verse poems	Look at worship songs (listen to- discuss impact of words) pick out use of metaphors, personification and similes to describe God. Look at Psalms in Bible- poetry used to describe God. Perform Psalms – think about the purpose of the Psalms- why did David write them.	R.E poems based on names and images of God – children create own using metaphors, similes and imagery.	Christmas, Easter, Leavers service poems- RE Psalm 145



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Famous / Classic Poems for children to perform off by heart

Please select a minimum of 2 to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Two Little Dickie Birds	Now We Are Six by AA Milne	Buckingham Palace by AA Milne	On the Nong Ning Nang by Spike Milligan	Life Doesn't Frighten Me by Maya Angelou	The Tyger by William Blake	In Flander's Fields by John McCrae
Humpty Dumpty	I Opened a Book by Julia Donaldson	The Moon by Robert Louis Stevenson	The Crocodile by Robert Louis Stevenson	Please Mrs Butler by Allan Ahlberg	The Tale of Custard The Dragon by Ogden Nash	Meeting Midnight by Carol Ann Duffy
Twinkle Twinkle Little Star	Tippy Tappy by Michael Rosen	The Rhythm of Life by Michael Rosen	The Adventures of Isabel Ogden Nash	The Quangle Wangle's Hat by Edward Lear	The Highwayman by Alfred Noyes	The Way Through the Woods by Rudyard Kipling
Hot Cross Buns	The Morning Rush by John Foster	Plum by Tony Mitton	Nature Trail by Benjamin Zephaniah	From a Railway Carriage by Robert Louis Stevenson	The Charge of the Lightbrigade by Alfred Lord Tennyson	The Jabberwocky by Lewis Carroll
Incy Wincy Spider	Caterpillar by Christina Rossetti	Fruit Picking by Jack Ousbey	The Book by Michael Rosen	Sick by Shel Silverstein	Still I Rise by Maya Angelou	McCavity: The Mystery Cat by T.S Eliot
Sing a Song of Sixpence	Here is the Seed by John Foster	See Me Walking by Clive Webster	Leap like a Leopard by John Foster	Mr Moore by David Harmer	Words Are Ours by Michael Rosen	Ozymandias by Percy Bysshe Shelley

week's reading sessions and perform at the end to the other class, or perform in a worship.



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Poetic forms and devices	
Alliteration	<i>This is when words that start with the same sound are used repeatedly in a phrase or sentence</i>
Assonance	<i>This is the repetition of a vowel sound within nearby words</i>
Blackout poem	<i>This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.</i>
Ballad	<i>A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</i>
Calligram	<i>This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.</i>
Cinquain	<i>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</i>
Comic Verse	<i>There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader</i>
Concrete poem	<i>A poem that is written in the shape of the words on the page match the subject of the poem</i>
Conversation poems	<i>A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.</i>
Couplet	<i>Two lines of a poem that have the same rhythm and rhyme</i>
Free verse	<i>Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative</i>
Haiku	<i>This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</i>
kennings	<i>A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</i>
Limerick	<i>A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other</i>
List poem	<i>A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</i>
Metaphor	<i>This is when something is described as being the same as an unrelated object. They are often used to create effects and images.</i>
Narrative	<i>A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</i>



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Onomatopoeia	<i>This is a word that describes its sound</i>
Personification	<i>This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind</i>
Quatrain	<i>A stanza with four lines where usually alternate lines rhyme</i>
Question and answer	<i>This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.</i>
Rap	<i>This is a musical vocal delivery involving rhythm and rhyme</i>
Riddle	<i>This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</i>
Simile	<i>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</i>
Structured grammar poem	<i>A poem that follows a specific grammar structure. Children can then use this structure to create their own poem</i>
Tongue twister	<i>Short poems or lines that are hard to say because they use a lot of similar sounds</i>